DOCUMENT RESUME

ED 367 575 SO 023 731

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TITLE Model for Infusing a Global Perspective into the Curriculum.
PUB DATE 92
NOTE 28p.; Paper presented at the Annual Meeting of the Center for Critical Thinking (August 1-4, 1993).
PUB TYPE Guides - Classroom Use - Teaching Guides (For Teacher) (052) -- Speeches/Conference Papers (150)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS *Cultural Differences; Curriculum Development; Elementary Secondary Education; *Global Approach; International Education; *Learning Activities; *Multicultural Education; *Teaching Methods
IDENTIFIERS Global Education; Texas

ABSTRACT

Global education is an approach to learning that transcends national boundaries and involves the interconnection of cultural, ecological, economic, political and technological systems. This perspective promotes multicultural sensitivity that enables young people to see more clearly their own responsibilities and opportunities in today's world. This model has been developed to be used by school personnel of Texas to infuse a global perspective into the K-12 curriculum. It is designed to serve as a proposal to direct the thinking of a group and to serve as a launching pad. The paper lists 10 benefits to be gained by students from a curriculum with a global perspective, and 11 benefits for teachers. The model is divided into five sections: (1) cultural systems; (2) ecological systems; (3) economic systems; (4) political systems; and (5) technological systems. Each section includes suggested goals, objectives, strategies, bibliographies, and resources. Cultural systems are explored through genealogy, folktales, mythology, the arts, language, clothes, food, customs, holidays, habitat, religion, education, geography, family, sports, games, and medical practices. Ecological systems are studied with activities grouped under three different objectives. Economic systems are compared through international trade, economic systems, tourism, careers, and natural resources. Under the section for political systems students learn to understand and evaluate various political systems and processes in order to acquire the skills necessary to participate as responsible citizens. The section on technological systems uses various media including video, laserdisc, computer software and hardware, electronic encyclopedia, CD-ROM products, electronic database, online database, and telecommunications. (DK)

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ED 367 575

MODEL

FOR

INFUSING A

GLOBAL

PERSPECTIVE

INTO

THE

CURRICULUM

COMPILED BY

BONNIE BAKER THORNE

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
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Preface

The recent world wide developments have opened many opportunities for Americans. The question is: Are we as teachers opening the doors and helping our students not only to see what lies out ahead but are we providing the background to help our students be prepared to meet the challenges of the future both at home and abroad?

This model has been developed to be used by school personnel of Texas to infuse a global perspective into the curriculum, K-12. It is designed to serve as a proposal to direct the thinking of a group and to serve as a launching pad. There is no limit to the ideas that the teachers will develop. Each school will have human resources and situations which will aid in developing unique programs.

Iowa state has adopted a standard calling for the teaching of global education across the curriculum. The model which was developed by the Iowa Department of Education in 1989, the model for World Citizenship in the National Curriculum used in Great Britain, and the 1991 Yearbook of the Association for Supervision and Curriculum Development, Global Education: From Thought to Action were the instruments which provided the most guidance in the development of the model which is being proposed for Texas schools.

A wide variety of resources were handled and checked. The ones listed are representative of the many available. A suggested bibliography of resources is included under each of the five areas: cultural, ecological, economic, political, and technological.

Acknowledgements

A seminar of eight Sam Houston State University graduate library science students (with a total of 126 years of teaching experience) under the guidance of Dr. Bonnie Thorne, Professor of Library Science, and the aid of two consultants, Deneise Slaydon and Ann Jerabek, has developed this model to be used as a springboard for teachers and concerned citizens who want to incorporate a global perspective into the curriculum.

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MODEL FOR INFUSING A GLOBAL PERSPECTIVE INTO THE CURRICULUM

INTRODUCTION

Global education is an approach to learning that transcends national boundaries and involves the interconnection of cultural, ecological, economic, political, and technological systems. This perspective promotes multicultural sensitivity which enables young people to see more clearly their own responsibilities and opportunities in today's world. This model, designed to infuse a global perspective into the local curriculum, includes **suggested** goals, objectives, strategies, bibliographies, and resources.

Lee F. Anderson in his "A Rationale for Global Education" in the ASCD 1991 yearbook stated: "To globalize American education is to expand opportunities to learn abut the world beyond the borders of the United States and to learn about American society's relationship to and place in the larger world system..." He also adds: "It means helping American students to see things from the perspective of other peoples of the world."[1]

From the standpoint of Texans the opportunities for jobs which have connections with other countries appear to be very promising. Students need to be aware of these job opportunities and be prepared to accept them when available. Another strong need for adding this approach to the curriculum is the changing ethnic makeup of the student body of Texas schools. It is urgent that the various ethnic groups learn to respect and appreciate each other and that we all learn to live together peacefully.

[1] Global Education: From Thought to Action. 1991 Yearbook of the Association for Supervision and Curriculum Development. Edited by Kenneth A Tye. Alexandria, VA: ASCD, 1990, p. 14.

BENEFITS gained by the **student** from a curriculum with a global perspective:

1. the acquisition of knowledge, understanding and respect of people from various cultural backgrounds;

2. the appreciation of another's culture by sharing materials, artifacts, music, art, customs, games, foods, and habits with each other;

3. the strengthening of research skills gained from assignments with a global perspective;

4. the improvement of communication skills by interviewing primary sources;

5. the study of the lives of people from various countries who have contributed to the improvement of world-wide society;

6. the acquisition of a broad perspective of international jobs, careers, and business opportunities which will be available in the future;

7. the use of creative and critical thinking skills;

8. a better understanding of themselves as individuals and as members of the human race;

9. a better understanding of their responsibilities as citizens; and

10. a more thorough view of the job opportunities of the future and the requirements necessary to qualify.

Benefits to be gained by the **teacher** from a curriculum with a global perspective:

1. ideas for relating the student's home life to classwork;

2. strategies for involving parents;

3. strategies for helping students develop self-esteem and confidence;

4. strategies for teaching creative and critical thinking;

5. ideas for creating more team teaching opportunities;

6. ideas for creating cross-curriculum projects;

7. strategies for exciting and stimulating students;

8. strategies for promoting citizenship locally, as well as world-wide;

9. ideas for developing school district and community wide projects;

10. ideas for including existing and meaningful research projects in the curriculum; and

11. ideas for helping students to understand and appreciate the people of various cultures and yet to understand that as citizens of the U. S. A. we must live and work together for the common good of all.

CULTURAL SYSTEMS

GOAL:

To help students develop an identity and pride in their individual cultures with an emphasis on understanding their unity as Americans, and to help students accept people on an individual basis and to appreciate all ethnic and cultural groups.

Objective:

The student will investigate many areas in various cultures and gain a better understanding of those cultures.

Strategies:

1. Genealogy

   Trace students' genealogy to at least four generations to see if it leads to another country or culture.
   Trace the family history of someone in the community from a particular culture using local history books and personal interviews.
   Find evidence of immigration of each ethnic group in an area and identify its contributions to the culture of the community.

2. Folktales and mythology

   Compare folktales from different cultures.
   Act out a folktale complete with costumes.
   Compare the myths of "the flood."

3. The Arts

   Learn dances of other countries (Maypole, Mexican hat dance, square dance).
   Design a travel poster.
   Listen to the music of a particular country and create art work from its inspiration.
   Learn songs in two or more foreign languages ("Kum ba ya," Brother John," "Las Mananitas").
   Select a craft unique to a country and duplicate the craft.

4. Language and Linguistics

   Compare alphabets of different countries.
   Learn common phrases in several languages ("hello," "thank you," excuse me," etc.).
   Learn to identify different spoken languages (example: distinguish German from French).

5. Clothes

   Investigate how animals, vegetation and climate have influenced the style of clothing.

Decorate an old suitcase with pictures of a particular country and fill it with examples of that country's traditional clothes.
Invite parents to bring costumes, or dolls dressed in costumes, that represent a particular ethnic group.

6. Food

Prepare and serve a traditional meal in a conventional setting.
Compile an ethnic cookbook.
Explore how the country's terrain, climate and agricultural products have influenced the development of traditional foods.

7. Customs, Holidays and Festivals

Recreate a holiday, festival or celebration, i.e. La Quinceniera, etc.
Make a class book on customs, illustrate it, laminate and give to library to be checked out.
Learn proper greetings and introductions in various languages.
Compare dating and marriage customs among cultures.
Compare the celebration of Christmas (e.g. dress and name of Santas, Christmas decorations, etc.)

8. Habitat

Draw a large map and decorate with pictures of animals, plants, homes, and other things unique to the area studied.
Draw a mural of a typical village, people, furniture, and activities.
Construct a salt relief map to depict the typography of the area being studied.

9. Religion

Develop a list of the different religions and how they evolved.
Draw pictures of typical places of worship and study how the different cultures have influenced the architecture.
Consider the connection (or lack of) between church and state.

10. Education

Identify similarities and differences between the educational system of the United States and that of another country (i.e. school rules).
Obtain pen pals and ask them to describe their schools and compare.
Debate the issue of public schools versus private schools.

11. Geography

Display a world map and mark the various countries and states. Mark countries of students' family origins.
Display pictures of a country during different seasons showing typical terrain and vegetation.
Plan a trip to a particular country; decide on clothes, transportation, money, places to visit, etc.

12. Family

Compare differences in values as taught, to values as practiced.
Compare family traditions.
Compare family structures.

13. Sports and Games

Compare the origins of certain sports and games.
Compare "mind" games (e.g. chess, mankula, chinese checkers, checkers, bridge, dominoes, mahjong, etc.)

14. Medical Practices

Compare the system in the U. S. with Great Britain.
Debate man made medicines with those derived from plants.
Research biotechnological advances.

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ECOLOGICAL SYSTEMS

GOAL:

To help students develop into responsible citizens who are committed to solving our environmental problems.

Objective 1:

The student will acquire an understanding and appreciation of the efficient use of natural resources: air, land, and water. (This includes flora and fauna and geological materials.)

Strategies:

Compare and contrast the flora and fauna of two countries.
Describe the amount and distribution of water on the earth and make inferences about the importance of responsible use of water.
Review the Law of the Sea Treaty and determine who owns the ocean by studying the past, present, and future use of the sea.
Compare and contrast alternative fuels, their sources, availability, and feasibility of use.
Visit a natural area. Write an observation.
Interview an adult about a wilderness place visited as a child. Ask what changes have occurred. Design a mural reflecting these changes.
Compare sizes of different great whales to the bodies of individual students.

Objective 2:

The student will acquire an understanding of the effects of natural phenomena on natural resources. (These include volcanoes, glaciers, earthquakes, hurricanes/typhoons, tornadoes, etc.)

Strategies:

Trace the progression of a major storm on a weather map.
Research the effects of a major earthquake on the natural resources of an area.
Identify and locate on a map the glaciated areas of the world.

Objective 3:

The student will acquire an understanding of the effects of man on natural resources. (These include pollution, global warming/greenhouse effect, toxic dumping, habitat degradation, land erosion, etc.)

Strategies:

Identify key ecological terms and develop a word puzzle (i.e. crossword puzzle, word search).
Interpret the international MARPOL Treaty and its effects on international shipping. (EPA)

Access GULFLINE (electronic bulletin board) for ecological information about the Gulf of Mexico.

Identify local pollution problems and compare with other areas in the world.

Discuss the ecological effects of human litter.

Develop a game illustrating the environmental effects on a culture.

Identify the effects on the animals of the habitat degradation occurring in the rainforest regions.

Compare and contrast the effects of construction on a coastline utilizing maps with a 20-year age difference.

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ECONOMIC SYSTEMS

GOAL:

To help students understand the economic interdependency of communities (local, state, national and global) and to prepare them to be more fully in control of their present and future.

Objective 1:

The student will recognize economic interdependency with other countries through international trade.

Strategies: International Trade

Have students check labels and brand names to trace the origins of personal items. List the countries where they were manufactured and discuss. Prompt students with questions like "Do we Americans live independently of other nations, or are we dependent? Why?"

Identify the nearest international port (shipping or air) and three other major ports on other continents. Draw the trade routes on a world map. Discuss why these ports are important.

Objective 2:

The student will develop an awareness and interest of other economic systems in the world.

Strategies: Economic Systems

Assign each group of students a continent to research the monetary systems, economic freedom, international banking, and interest rate. Allow each group to report its findings to the class.

Have students list the similarities between the economic system of North America and other countries. For example, discuss the North American Free Trade Agreement and Mexican "maquiladores."

Invite an economics professor, student, or a business person to speak on one of the following topics:

1) The global impact of economics and how that impact is affecting the citizens of the United States.
2) The major economic challenges facing Central America today.
3) The Russian economic problems of today compared with those of the United States.
4) Economic problems of an Eastern country compared with that of a Western country.

Objective 3:

The student will have knowledge of how tourism affects economics of various nations.

Strategies: Tourism

Allow class members to become tourist agents . Agents will research their country's economic status, currency, etc. and give a promotional speech to the class listing the economic advantages of the country. Visuals are encouraged. Give prizes to the winning agents who have best sold their country.

Write a letter to foreign consulates requesting information about tourism, business and economic stability.

Objective 4:

The student will explore international career opportunities.

Strategies: Careers

Explore volunteer and non-profit service opportunities in foreign countries. (Example: Peace Corp., foreign exchange teaching, missionary)

Allow students to explore careers that require multicultural training or environment, especially in the field of economics, business, and government.

List multinational corporations and research their history, organization and impact upon the global economy. List career possibilities in these corporations. (Example: IBM (International Business Machines), Avon Products, Mobil Oil, McDonalds, Clinique, etc.)

Develop advertising for careers in underwater exploration.

Objective 5:

The student will determine how a nation's natural resources affect its economy.

Strategies: Natural Resources

Study the economic usage of the land in various foreign countries. Determine the natural resources and which ones the United States import and export.

Determine the natural resource that contributes most to the country's economic growth. Was this true a decade ago? If not, why has the change occurred?

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POLITICAL SYSTEMS

GOAL:

To help students understand and evaluate various political systems and processes in order to acquire the skills necessary to participate fully as responsible citizens.

Objective 1:

The student will compare democracies, dictatorships, and monarchies with respect to their methods of providing: external security, internal order, justice, welfare and freedom.

Strategies:

Adopt a country, identify its form of government, and compare with the United States' democracy.
Topics for discussion:
(1) Who exercises power?
(2) Are all people entitled to vote, and do they exercise that right?
(3) What are the mechanisms for carrying out the laws?
(4) What agency exercises the judicial function?

Contrast the local political system to that of an exchange student.

Examine special interest groups on the local/state/national/international level and identify how these groups influence the political system. (i.e. environmental issues, equal opportunity, capital punishment, prisoner's rights, abortion, gay rights, and AIDS)

Compare the stability and instability of various countries. (i.e. Eastern European countries or former Russian states with the United States or England)

Compare the uses and misuses of political power of various world leaders. (i.e. Saddam Hussein with George Bush)

Objective 2:

The student will develop citizenship skills which demonstrate concern for the social consequences of his/her own actions and recognize the dignity of the individual.

Strategies:

Participate in teen court in the community.

Cooperate in an intercommunity model United Nations.

Organize a political party and participate in the electoral process.

Study the Foreign Corrupt Practices Act (15 USC, Section 78).

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TECHNOLOGICAL SYSTEMS

GOAL:

To help the student understand the technological interconnection of the world systems and to develop the technological capability to cope with the rapidly changing society in order to meet the challenges of the present and future.

Objective 1:

The student will examine the impact of technology on humankind.

Strategies:

Using various forms of media (books, periodicals, filmstrips, videos, computer software, etc.), as well as personal interviews and field trips, explore various advances in technology: robotics, lasers, telecommunication, biotechnology, space technology, transport systems, etc. Develop various assignments and projects which demonstrate how these technological advances are used in the world today and how they might be used and advanced in the world of tomorrow.

Objective 2:

The student will use technology to accomplish the ecological, cultural, economic, and political strategies, thus receiving ongoing application and practice with current technological innovations.

Strategies:

1. Video

   Contact students from another country through an international pen pal organization to research video technology and use in a foreign country. If appropriate, produce a video to exchange with the pen pals.

2. Laserdisc

   Examine art from various countries using a laserdisc such as the NATIONAL GALLERY OF ART. Discuss how the art reflects the society of a country.

3. Computer software/hardware

   Create a visual of the imports, exports, and GNP of seven countries, one from each continent. Information can be retrieved from a program such a MACGLOBE, PCGLOBE, or HYPERATLAS.

4. Electronic encyclopedia

   Develop a timeline (using a computer program such as TIMELINER) which illustrates the international development of the automobile. Write an accompanying paragraph about the effects of auto emissions on the environment. Information can be retrieved from a program such as COMPTON'S MULTIMEDIA ENCYCLOPEDIA.

5. CD-ROM products

   Make a flag from the country of a student's ancestors. Research the origin of the flag and its symbolism. Information can be retrieved from a program such as the CIA WORLD FACTBOOK.

6. Electronic database

   Make a chart displaying the results by country and event of the current Olympics. Information can be retrieved from a subscription database such as TOM MAGAZINE REFERENCE SYSTEM.

7. Online database

   Retrieve a full-text article which examines the effects of global climate change on agriculture and agribusiness. Photocopy the article and highlight the basic effects. Information can be retrieved from an online database such as DIALOG or COMPUSERVE.

8. Telecommunication

   Using TENET, conduct a survey of students concerning recycling. Compile the results in the form of a graph. Use a computer program to do the graph.

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ORGANIZATIONS

Association for Study of Man-Environment Relations, P O Box 57, Orangeburg, New York, 10962, (914) 634-8221
ASHE. Association for the Study of Higher Education, Texas A&M University, Department of Educational Administration, Harrington Education Center, College Station, Texas, 77843.
ASCD. Association for Supervision and Curriculum Development, 1250 N. Pitt Street, Alexandria, Virginia, 22314.
Clean Texas - 2000, Texas Water Commission, Austin, Texas, 78701.
Council for Education in World Citizenship, Head Office: Patricia Rogers, Seymour Mews House, Seymour Mews, London W1H 9PE, telephone: 071 935 1752.
Ecological Society of America, Arizona State University, Center for Environmental Studies, Tempe, Arizona, 85287, (602) 965-3000.
Ecology Center, 2530 San Pablo Avenue, Berkeley, California, 94702, (510) 548-2220.
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Geography Education Program, Suite 540, 1615 M Street NW, Washington, D.C., 20036, (202) 828-5699.
Gifted Children's Pen Pals International, c/o Dr. Debby Sue Van de Vender, 166 E 61st Street, New York, New York, 10021.
Goethe Institute, 3120 Southwest Freeway, Suite 100, Houston, Texas, 77098-4510.
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The Gulf of Mexico Program, United States Environmental Protection Agency, Washington, D.C.
Houston Port Authority, 1519 Capital Avenue, P O Box 2562, Houston, Texas, 77252-2562, (713) 226-2131.
Human Rights Watch, 36 West 44th Street, New York, New York, 10036.
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International Pen Friends, P O Box 290065, Brooklyn, New York, 11229, (718) 769-1785.
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League of Friendship, P O Box 509, Mt. Vernon, Ohio, 43050, (614) 392-3166.

Mexican-American Chamber of Commerce, P O Box 1173, Austin, Texas, 78767, (512) 476-7502.

National Geographic Society, 17th and M Streets NW, Washington, D. C., 20036.

National Oceanic and Atmospheric Administration, Office of Sea Grant, U. S. Department of Commerce, 6010 Executive Boulevard, Rockville, Maryland, 20852.

Project WILD, P O Box 18060, Boulder, Colorado, 80308-8060, (303) 444-2390.

Rainforest Alliance, 270 Lafayette Street, Suite 512, (212) 941-1900.

Rainforest for Action Network, 301 Broadway, Suite A, San Francisco, California, 94133, (415) 398-4404.

Texas Department of Commerce, Trade Development, P O Box 12728, Capitol Station, Austin, Texas, 78711, (512) 472-5059.

Texas General Land Office, 1700 N. Congress, Room 730, Austin, Texas, 78701-1495, (512) 463-3108, 1-800-85-BEACH.

United Nations Association of the U. S. A., 300 East 42nd Street, New York, New York, 10017.

U. S. Army Corps of Engineers, Public Affairs Office, Galveston District, 444 Barracuda, P O Box 1229, Galveston, Texas, 77553-1229, (409) 766-3004.

U. S. Government Bookstore, Texas Crude Building, 801 Travis Street, Suite 120, Houston, Texas, 77002, (713) 228-1187, FAX (713) 228-1186.

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The University of Texas, Institute of Texan Cultures at San Antonio, P O Box 1226, San Antonio, Texas, 78294, (512) 226-7651 ext. 233.

Worldwide Friendship International, 3749 Brice Run Rd, Suite A, Randallstown, Maryland, 21133, (301) 922-2795.

Worldwide Pen Friends, P O Box 6896, Thousand Oaks, California, 91359-6896, (805) 984-6497.

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